Patterson High School

Teacher: Meg Nichols Lesson Date: Friday, November 18th

Subject: Psychology Unit Title: Lifespan and Development

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| **CLGs/SC Assessment Limits/Standards:** *(What are the skills being taught?)* | | **Agenda:** *(What is the snapshot of my class flow?)* | |
| **Lesson Objective:** *(What will my students KNOW by the end of the lesson? What will they DO to learn it?)*  (3 days) Students will be able to apply Kohlberg’s theory of moral development to teachers, administrators and students at Patterson High School by predicting their own moral development, applying the stages of moral development using provided notes, surveying other members of the Patterson community, and analyzing the results of their findings. | | | |
| TIME | INSTRUCTIONAL SEQUENCE | |  |
| 5 mins | **Get started/Drill/Do Now/Evaluate previous lesson:** *(What meaningful activity will students complete as soon as they enter the classroom?)*  Morality is defined as conformity to what is “right” and/or following the rules. In your opinion, how *moral* are the following groups of people?  -students @ Patterson  -parents of students @ Patterson  -teachers @ Patterson  -administrators @ Patterson | | * Prediction |
| 15  mins | **Engage/Motivation:** (*How will student interest be sparked? Is there prior knowledge that should be tapped? Is there vocabulary that must be cleared? Is there brainstorming that student need to complete before the lesson begins?)*  Review components of development: physical, emotional, social, intellectual—today we are going to be discussing moral development; or how people develop their beliefs about what is right and wrong. *Why might this be important?*  Review previous night’s homework with think-pair-share. Students will then complete the attached scenario questions that allows them to provide more in depth answers to their explanations. Will share out upon completion. | | * Demonstrate/review activity |
| 5 mins | **Explore/Explain:** *(Explicit teaching/”I do”/modeling/teacher led.)*  Teacher will use PP presentation to lead students through Kholberg’s background, experiment and theory. (see attached) | | |  |  | | --- | --- | |  |  |  * Lecture to increase background knowledge |
| Fifteen mins | **Practice as Class:** (”We do”/guided practice/teacher involved.)  Students will make predictions about their level of morality, and then use packet to diagnose themselves and their partners. Students must use textual evidence from the article to support their diagnosis. Share out upon completion. | | * Predictions and self diagnosis (preview for experiment) |
| Fifteen mins; then 30 mins | **Practice as Pairs/Groups:** *(“You do”/teacher monitors and facilitates.)*  Revisit do-now and form hypothesis about certain groups.  Teacher will explain expectations and protocol for surveys; students will visit classrooms, teachers and administrators to distribute surveys. Students are expected to return within the designated amount of time to begin analyzing the results. Teacher will model and guide data analysis. | | * Research application |
| Fifteen mins | **Practice Alone**: *(“You do”/teacher monitors and facilitates.)*  Return to do-now: Discuss + free write--what are the implications of our findings? What might these mean/ How might they be culturally relevant? What conclusions, if any, can we draw? | | * Reflection |
| Ten mins | **Evaluate Understanding/Assessment:** *(How will I know if students have achieved today’s objective?)*  Students will complete a one page write up that covers the steps of the research including the following components:   1. Background information (5 sentences). 2. Hypothesis (2 sentences max) 3. Steps in experiment (5+ sentences) 4. Data (chart or simple sentences) 5. Data analysis (3-5 sentences) 6. Next steps/future questions (3-5 sentences) | | * Writing Sample |
| 4 mins | **Closing Activities/Summary:** *(How will I tie up loose ends, reinforce the objective and connect the lesson to the unit?)*  Why it matters with timer and/or ball toss. | | * Student Reflection Activity + explain homework |
|  | **Enrichment/Extension/Reteaching/Accommodations:** *(How will my lesson satisfy the needs of all learners?)*  Coach class @ lunch and after school for additional time on assignment. | | * Tutoring * Individual Assignment |

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| **Resources/Instructional Materials Needed:** *(What do I need in order to teach the lesson?)*  PP slides, mini assessment, scratch paper |
| **Notes:** |

# Post-Lesson

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| **Reflection:** |
| **Next Steps:** |